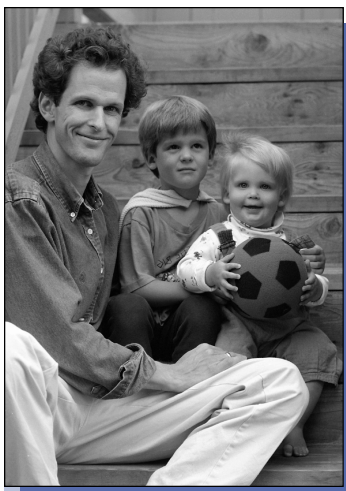


ECEAP Edition

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"A monthly update for family and friends of preschoolers in Washington State"



Involving Men in the Lives of Children

by Bruce Cunningham, ECEAP Education Coordinator, PSESD

The following is from a presentation at Puget Sound ESD's recent Family Involvement Conference entitled "Putting the Self Back in Self Sufficiency."

More and more programs are becoming aware of the need to involve men in the lives of children. And there are many good reasons to do so. Common sense tells us that children need positive interactions with men in order to become healthy adults. Research shows the clear benefits that men bring to children. Our commitment to diversity compels us to design parent activities that involve both men and women. But how do you get started? Here are few basic ideas:

- ◆ Check your attitude. The involvement of men must be based on a friendly attitude. What are the attitudes of staff toward fathers and other men? Do staff truly feel men play an important role in the lives of children? What training have staff had about involving fathers and other men?
- ◆ Identify the men. Before you can involve men you have to know who they are. Do your forms gather information on the significant men in each child's life? Do these men include not only biological fathers but step-fathers, grandfathers, uncles, grandfathers, boyfriends of the mother and other men? Do you identify at least one significant man for each child in your program?
- ◆ Know the men. Men themselves are a diverse group. What do you know about the men served by your program? Do your forms or program activities inform you about their cultural, religious, or occupational

backgrounds? Do you know about their interests, talents and skills?

- ◆ Communicate with the men. Staff and men need to exchange information on an ongoing basis to maintain involvement. Do staff greet men by name and chat with them when they visit the program? Do parent letters and parent meeting include information and activities of interest to men? Are program activities scheduled at times when men can attend?
- ◆ Set the environment. Men will feel welcome in a setting where they can see something of themselves and their lives. Are photographs, pictures or posters of men displayed? Is parenting information about fathering available? Is the environment excessively cutesy, frilly or pink in color?

For more information and additional strategies, see the brochure **Involving Men in the Lives of Children**, published by the National Association for the Education of Young Children (NAEYC). Order #593, single copies for \$.50 each and 100 copies for \$12. Call NAEYC at 1-800-424-2460 or check them out on the internet at www.naeyc.org. ◆

Before you pass on that e-mail warning of deadly bananas or soliciting postcards for sick children, check out the Hoax Buster website first at <http://hoaxbusters.ciac.org/>. Save your recipients some time by verifying the information first so you don't spread a hoax!

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Children's Services Unit
P.O. Box 48350
Olympia, WA 98504-8350
Tel: 360-725-2830
Fax: 360-586-0489
ECEAP_Admin@cted.wa.gov

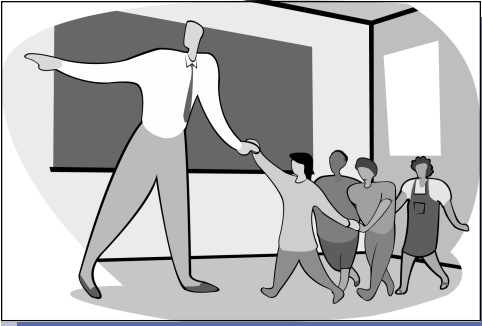
"We provide statewide leadership, oversight
and technical assistance to facilitate program
compliance, collaboration and growth in
communities which provide successful early
childhood education and family services."

ECEAP Employment Exchange

by Michael Zimmerman, Children's Services

Here is a list of recent recruitments and training announcements in Washington's early childhood education (ECE) & family support community. Please share this information far and wide. If you have some hiring to do, or

will be offering classes or training for ECE and/or family support staff, feel free to pass on a notice to us and we'll do our best to include it in an upcoming ECEAP Edition.



◆ Edmonds Community College's ECE Department will be offering an online class, "Introduction to ECE," from April 3 through June 15. For more information, call 425-640-1615 or e-mail earlychild@edcc.edu. You can register online at <http://www.edcc.edu>.

◆ ECEAP Contractor Community Child Care Center (CCCC) is seeking a 12 month full time Executive Director beginning May 1. Successful candidates will have a BA/BS or higher in ECE or related field, plus 3 or more years experience with an ECE program and with program administration. Salary range is \$38 to \$46K, DOE, plus cafeteria style benefits. For more information, call Mary Wandschneider at 509-332-7005.

◆ The Office of Superintendent of Public Instruction (OSPI) is currently recruiting two Administrative Program Specialists to coordinate the Child and Adult Care Food Program and National School Lunch Program. For more information, check out their website at www.k12.wa.us/personnel/.

◆ Puget Sound ESD is looking for a Site Coordinator to help manage their new full day program starting this summer. It is a Reggio-influenced facility serving 40 children and is located between White Center and Burien. The salary range is between \$34,346 and \$42,930 plus benefits. The position will be part of the management team. For more information, contact Larry Macmillan at 206-762-6070 ex. 11 or via e-mail at lmacmillan@psesd.wednet.edu.

◆ Puget Sound ESD is also expanding their Highline site and currently has nine openings for line staff with more to come. All positions first close on March 26:

- ✓ 2 Family Advocates - Full Day, Full Year
- ✓ 2 Teacher Assistants - Full Day, Full Year
- ✓ 3 Teachers - 1/2 Day, School Year
- ✓ 2 Teacher Assistants - 1/2 Day, School Year

PSED jobs are listed on their website at <http://www.psesd.wednet.edu/agency/employment/default.htm>. ◆

Inclusion Grants Still Available

by Michelle Kuwasaki, WAEYC

Grants are available for school districts and community early childhood programs (e.g., ECEAP, Head Start, parent cooperative preschools, child care programs) who collaborate to plan and develop inclusive programs for 3-5 year-olds with mild, moderate, and severe disabilities. Grants include \$1,500 - \$2000, logistical support, and training through June 2001. Applications are available at www.waeyc.org or by calling 253-854-2565 ext. 27. Applications must be received no later than March 30, 2001.

WAEYC, OSPI, and ESD 113 are working together to sponsor the IDEA Inclusion Grant Program to support early childhood inclusion. In addition to small grants, excellent training in early childhood inclusion and teambuilding is provided to local grant teams to support their work. Grants are provided to local teams for up to two years. The first year is dedicated to developing partnerships. In year two, day-to-day program details are the focus of activity. Teams must apply for funding each year. ◆

National Early Childhood Web Site

by Garrison Kurtz, Children's Services

The National Governors' Association Center for Best Practices has launched a new website, "**The First Three Years: A Governor's Guide to Early Childhood**", to help governors and their policy advisors promote an understanding of the importance of investing in a child's first three years among legislators, parents, businesses, and other community members. It can also be an excellent resource for those interested in a public policy perspective on early childhood issues. The website can be found at <http://old.nga.org/Children/FirstThreeYears/index.asp>.

"This website offers... a one-stop source of information on early childhood policy so (we) can give children a better start in life," said John Thomasian, director of the Center for Best Practices. "Previously the information was only available in print. This new electronic format enables us to continuously update our material to provide the latest research findings, policy initiatives, resources, and finance and public engagement strategies for early childhood care and education."

Among the special features of the website is a new section, State Early Childhood Links, which provides a comprehensive list of state early childhood Web sites. The State Initiatives page includes profiles of new state initiatives along with the latest reports on state strategies to integrate services for young children and families. Additional features of "The First Three Years" include the following:

- ◆ Facts and Figures — Statistics, fact sheets, and information on the costs and benefits of early intervention efforts.

- ◆ Accountability — The latest thinking on results-based accountability systems and profiles of state evaluation efforts for early childhood initiatives.
- ◆ Finance Strategies — What experts say about financing strategies for early childhood care education.
- ◆ Public Engagement — National and state strategies to engage the public in early childhood initiatives.
- ◆ Early Care and Education — Review of federal funding sources for early childhood care and education and the latest developments in state policies.
- ◆ Health — Federal resources for infant and child health services, the State Children's Health Insurance Program, Maternal and Child Health, and other programs.
- ◆ Research — The latest research on the impact of high-quality educational child care, home visiting programs, parent education, health services, and social support services.
- ◆ Related Links — A comprehensive list of national, state, and local organizations, initiatives, and resources on early childhood.

Be sure to add this website to your favorites/bookmarks of helpful online early childhood resources (along with our ECEAP website, of course.) Check it out today! ◆



DSHS OFFERS CHILDCARE PROVIDER INFO ONLINE

DSHS recently unveiled their Licensed Childcare Information System both online at www.dshs.wa.gov/childcareinfo and toll free at 1-866-48-CHECK (1-866-482-4325). Here, parents can: evaluate whether a childcare facility is right for their children; research the licensing history of a particular childcare facility; report an issue or concern they may have with a childcare facility; learn to recognize the signs of child abuse and what to do if someone suspects child abuse or neglect; locate potential sources for childcare subsidies; and get brochures and more information. ◆

Are You Seeing STARS?

by Carol Rediske-Mudd, Children's Services

Washington STARS (State Training and Registry System) began in 1997 as a collaborative effort between state and local partners to increase training opportunities for people in child care and early education settings. The Washington Association for the Education of Young Children (WAEYC), through a contract with DSHS Office of Child Care Policy (OCCP), administers STARS Scholarships, Trainer and Training Approval, and Provider Services.

STARS training includes a 20-hour basic course which is required within the first six months of employment or becoming licensed for all family child care providers, child care and school-age center directors, program supervisors, lead teachers, and site coordinators (experiential waivers and educational exemptions can be granted). OCCP maintains a computerized registry system for the STARS program which tracks participants' STARS training, available STARS training in the state, and STARS approved trainers and organizations. You may visit their website, located at <http://www.cccwa.org/stars.htm>.

STARS participants must meet an additional 10 hours of continuing education annually, and no one is exempt from this requirement. For training to meet STARS requirements, it must be provided by an approved STARS trainer or organization or be a college class designed to do so. Washington State's Booster Seat Coalition partner - Children's Hospital and Regional Medical Center of Seattle - is looking at how child care providers might earn STARS credit for car and booster seat training.

WAEYC has set a goal that STARS be regarded as an opportunity for professional development, as well as an avenue to increase the quality of child care in our state, not just another layer of regulation. They welcome community involvement and input. To meet their goal, it is now possible not only for individuals, but for organizations to have their training/conferences get STARS approval. The process works like this:

Organizations may apply for STARS approval on the "Training Organization and Conference Request for Approval Form". Once approved, they would submit an "Available Training Form"

to STARS so their training can be listed on the Registry. After the training or conference, organizations must submit a "Training Completion Report" indicating who successfully completed their training. STARS will enter information from these forms into the Registry. You should check with the sponsoring organization to see if they have gained STARS approval first. If the organization is approved, then they (not you) will take care of sending names to STARS for credit. Just make sure you keep a copy of your Certificate of Completion on file.

As an individual, you can apply to have training and/or conferences that are not STARS approved count towards the continuing education requirement. Call 253-854-2565 ext. 6 or 1-800-727-3107 ext. 6, or e-mail stars@waeyc.org, to request a "Continuing Education Proposal Form".

The training/conference must fit into one of the following categories:

- ◆ Training provided by an organization outside of your professional field
- ◆ College classes
- ◆ Correspondence course
- ◆ In-state training by an out-of-state or nationally recognized organization
- ◆ Out-of state training by a nationally recognized organization

The training must also relate to one or more of the 11 core competency areas listed below:

- ◆ Child growth, development and learning
- ◆ Cultural and individual diversity
- ◆ Family systems
- ◆ Communication
- ◆ Observation and assessment
- ◆ Curriculum development
- ◆ Environmental design
- ◆ Child guidance
- ◆ Health, safety and nutrition
- ◆ Professionalism
- ◆ Administration

STARS is an important part of Washington State's child care and early learning system. Tell everyone you know to reach for the STARS! ◆



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